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ABSTRACT

The guide outlines Washington State's programmatic approach to teaching native Spanish-speaking limited-English-proficient students in bilingual education programs. It charts the components of the bilingual instructional models used in the classrooms, and then explains or defines each component. The components include: methods for determining the individual student's linguistic and academic needs (including language and conceptual development); classification of language dominance; curriculum components (language development, content areas with a multicultural focus, and self-concept); classroom models (self-contained, team-taught, resource teacher, open classroom, and magnet center); staffing patterns; instructional techniques (alternate language approach, concurrent, language grouping, and preview/review); and specific instructional materials (mainstream monolingual curriculum materials, bilingual/multicultural parallel materials, and equipment). A list of publishers, a glossary, and a list of suggested readings are included. (MSE)

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ED299803

Bilingual Education Resource Series

INSTRUCTIONAL MODELS
for
Spanish/English Bilingual classrooms

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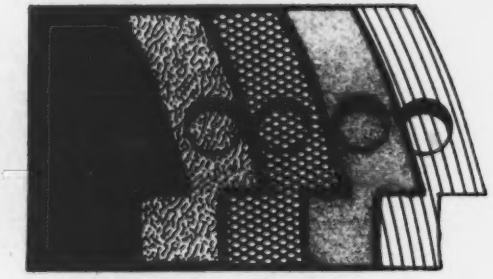

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Dr. Frank B. Brouillet, State Superintendent of Public Instruction

Olympia, Washington 98504

FL 017 575

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INSTRUCTIONAL MODELS FOR ENGLISH/SPANISH BILINGUAL CLASSROOMS

Prepared for the Superintendent
of Public Instruction

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TABLE OF CONTENTS

		Page
I.	Foreword	1
II.	Overview	2
III.	Determination of Student Linguistic/Academic Needs	4
IV.	Student Linguistic Classification	6
V.	Curriculum Components	7
VI.	Classroom Models/Staffing Patterns	9
VII.	Instructional Techniques	12
VIII.	Material Resources	15
IX.	Publisher's List	33
X.	Glossary of Terms	35
XI.	Suggested Readings	37

FOREWORD

This booklet describes instructional approaches with variables for meeting the needs of limited English proficient (LEP) students with an English/Spanish emphasis.

An important facet of a bilingual program which contributes to an effective instructional program is staff development. Staff development provides extensive training for staff to develop skills necessary to implement a bilingual instructional program.

Based upon the information contained in this document it is recommended the target staff should be provided extensive training in the following areas:

ENGLISH AS A SECOND LANGUAGE (ESL)
SPANISH LANGUAGE ARTS
ORAL LANGUAGE DEVELOPMENT
MULTICULTURAL CURRICULUM

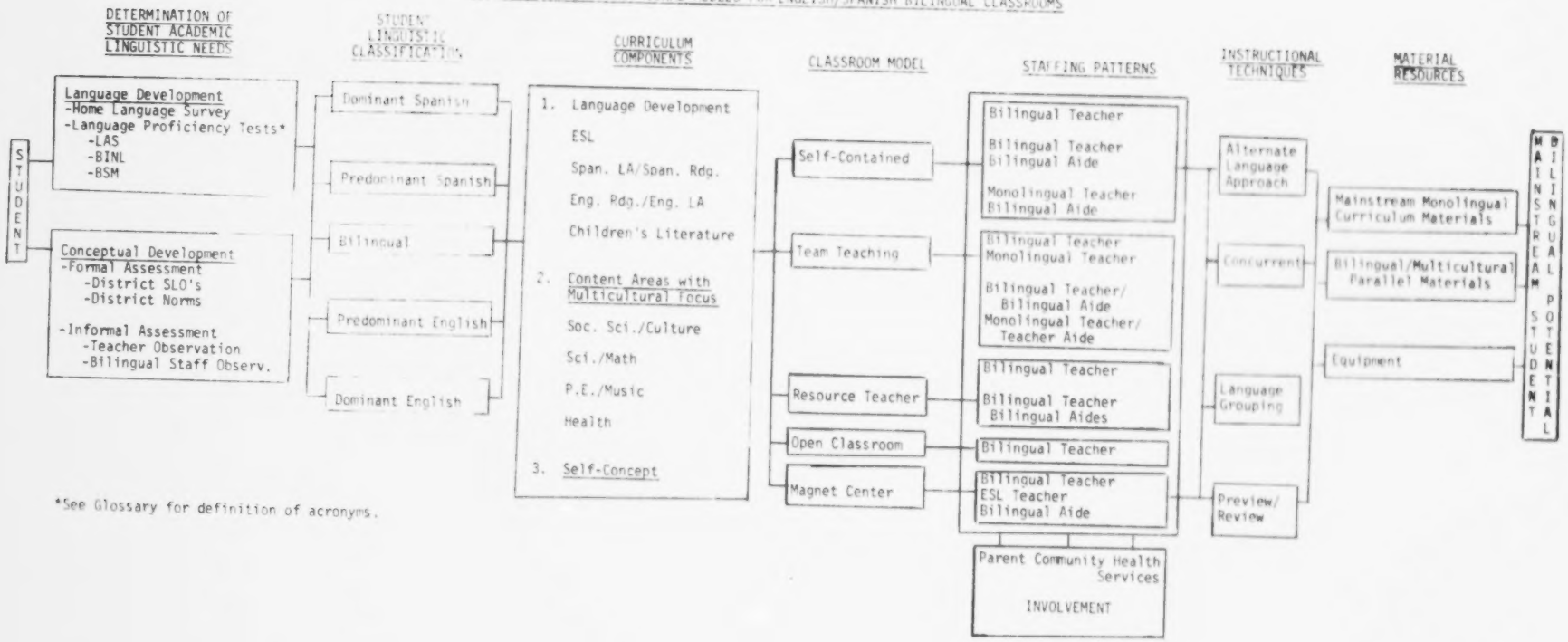
The following educational agencies may be utilized to provide this training:

SPI-BILINGUAL EDUCATION SECTION, Olympia, WA 98504
BILINGUAL EDUCATION SERVICE CENTER FOR ALASKA AND THE NORTHWEST (BESCAN), U of W, Seattle, WA 98195
BILINGUAL EDUCATION CENTER-NWREL, Portland, OR 97204
INSTITUTES OF HIGHER EDUCATION
LOCAL EDUCATIONAL AGENCIES
EDUCATIONAL SERVICE DISTRICTS
BILINGUAL EDUCATION CONSULTANTS

OVERVIEW OF BILINGUAL INSTRUCTION MODELS

This document has been developed to assist administrators and teachers in their attempts to offer equal and meaningful educational opportunities for limited English proficient (LEP) Spanish students. The accompanying flow chart represents considerations fundamental to the development of an instructional model responsive to the academic and linguistic needs of LEP students. Specific student needs determined by assessment, as well as resources available to implement a model, are fundamental in shaping a bilingual instructional program in districts.

FLOW CHART FOR INSTRUCTIONAL MODELS FOR ENGLISH/SPANISH BILINGUAL CLASSROOMS



*See Glossary for definition of acronyms.

DETERMINATION OF STUDENT LINGUISTIC/ACADEMIC NEEDS

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FOCUS: This section focuses on determining linguistic and academic needs of limited English proficient students by assessing both language and conceptual development individually.

LANGUAGE DEVELOPMENT is assessed in four progressive steps as follows:

FIRST: Initial staff and teacher survey is based on 1) student having primary language other than English; 2) student not functioning without special help in an English-only classroom situation.

SECOND: Local Educational Agency (LEA) administers a questionnaire, Home Language Survey, to the student's parents to determine that a language other than English is spoken in the home environment.

THIRD: LEA administers to the student a language proficiency assessment tool acknowledged by the State Education Agency such as the LAS, BINL, or BSM to determine the linguistic needs of students in English, as well as the other language.

FOURTH: English language proficiency will be monitored in order to test the student's progress at various levels.

CONCEPTUAL DEVELOPMENT assesses the LEP student's academic needs in the content areas such as Math, Science, Social Studies, Culture, P.E., Music and Health. The LEA can use formal assessment such as district SLO's and normed tests; and informal assessments such as teacher and bilingual staff observations.

A combination of both language and conceptual development in English provide strong data to recognize students' linguistic/academic needs. Through data collection, an LEA can begin to establish an instructional program to meet linguistic and academic needs of LEP students.

STUDENT LINGUISTIC CLASSIFICATION

STUDENT LINGUISTIC CLASSIFICATION

FOCUS: This section clarifies and defines terms used in considering linguistic classification of a student.

Dominant Spanish:	Monolingual speaker of Spanish exclusively.
Predominant Spanish:	Predominant speaker of Spanish but speaks some English.
Bilingual:	One who speaks both Spanish and English with equal ability.
Predominant English:	Predominant speaker of English but speaks some Spanish.
Dominant English:	Monolingual speaker of English exclusively.

CURRICULUM COMPONENTS

CURRICULUM COMPONENTS

FOCUS: This section describes the curriculum components which can be incorporated into the instructional program of LEP students as needed according to assessment results and language components.

The establishment of effective Curriculum Components to meet the linguistic and academic needs for LEP students is vital for their cognitive and affective growth. The linguistically different student has direct, specific needs that can only be met through an appropriate, individualized instructional program. Three curriculum components: Language Development, Content areas with a Multicultural Focus and Self-Concept contribute to the educational development of the LEP student.

Language Development entails curriculum in Spanish Language Arts, English as a Second Language (ESL), English Language Arts and Children's Literature. Spanish Language Arts involves aural/oral development, reading in the first language, writing in first language and children's literature. ESL involves aural/oral development, reading, writing and transitioning to second language reading. Children's literature in first and second languages involves storytelling, poetry, rhymes, riddles and drama.

Content areas with a Multicultural Focus involves the instruction of subject content in either first and/or second language with a multicultural focus and a Hispanic emphasis. A multicultural focus helps all students develop pride in their own cultural heritage as well as an appreciation and acceptance of values, beliefs and behaviors which differ from their own. A multicultural focus in the content areas further reflects the cultural diversity of the American society and helps to foster equality and increase the awareness and openness of students in living within this culturally diverse society.

Self-Concept Component focuses on the development of pride in oneself, one's own culture and language, stresses ability to want, self-actualization, and develops effective social and interpersonal skills.

STUDENT	CONTENT AREAS	FIRST LANGUAGE DEVELOPMENT	SECOND LANGUAGE DEVELOPMENT		
Dominant Spanish Predominant Spanish	Content Areas in Spanish	Sp. Lang. Arts Sp. Rdg.	ESL	Listening/ Speaking	Transitional Reading
Bilingual	Content Areas in Both Languages	First Language Development	Second Language Development		
Predominant English Dominant English	Content Areas in English	Eng. Lang. Arts Eng. Rdg.	*SLA SSL		

*Optional

CLASSROOM MODELS/STAFFING PATTERNS

CLASSROOM MODELS/STAFFING PATTERNS

FOCUS: This section, Classroom Models and Staffing Patterns, focuses on five instructional approaches with roles and responsibilities of staff in considering an instructional model for a bilingual program. Involvement of parents, community and Health Services in bilingual classrooms can provide assistance toward obtaining goals and objectives in a bilingual curriculum.

Input	Roles/Responsibilities
SELF-CONTAINED-APPROACH	
Model A -Bilingual Teacher	Bilingual Teacher plans and instructs in two languages individualizing LEP student's instructional program based on language and academic needs.
Model B -Bilingual Teacher -Bilingual Teacher-Aide	Bilingual Teacher plans and instructs in two languages together with the Bilingual Teacher-Aide. Teacher individualizes instructional program based upon LEP student's language and academic needs. Teachers are able to maximize use of time and classroom management through effective utilization of the teacher-aide.
Model C -Monolingual English Teacher -Bilingual Teacher-Aide	Monolingual Teacher is responsible for the English Instruction Components. Bilingual Teacher-Aide is responsible for the Spanish Instructional Component with direct supervision for planning from Monolingual Teacher.

Input	Roles/Responsibilities
TEAM TEACHING APPROACH	
Model A	Teachers team teach together grouping students based upon language and academic needs, providing individualization and small group instruction.
-Bilingual Teacher	
-Monolingual English Teacher	Bilingual Teacher plans and instructs Spanish Instructional Components and Monolingual Teacher; English Instructional Components.
	Classroom load can be approximately 60 students per team.
Model B	Bilingual Teacher/Monolingual Teacher plan and team teach together to group students based upon linguistic and academic needs.
-Bilingual Teacher Bilingual Teacher-Aide	
-Monolingual English Teacher/ Monolingual Teacher-Aide	Bilingual Teacher/Teacher-Aide instruct Spanish Instructional Components and Monolingual Teacher/ Teacher-Aide instruct English Instructional Components.
	Classroom load can be approximately 60 students.
RESOURCE TEACHER APPROACH	
Model A	Bilingual Resource Teacher plans with regular classroom teacher to determine and meet the language and academic needs of LEP students.
-Bilingual Resource Teacher	
-Monolingual English Teacher	Teacher serves students within the regular classroom providing Instruction in the dominant language.
	Classroom serves approximately 25/30 students on a pull-out basis.

Input	Roles/Responsibilities
Model B -Bilingual Teacher -Bilingual Teacher-Aides	Resource Teacher plans with regular classroom teacher to determine and meet students linguistic and academic needs. Bilingual Resource Teacher groups students according to linguistic and academic ability. Bilingual Resource Teacher plans with and supervises Bilingual Teacher-Aides instruction in several classrooms with LEP students.
OPEN CLASSROOM APPROACH	
Model A -Bilingual Teacher	Bilingual Teacher plans and instructs several specific areas of the Spanish Instructional Components to 20/25 students based upon language and academic abilities. Students receive instruction in remaining areas from Monolingual Teachers.
MAGNET CENTER APPROACH	
Model A -Bilingual Teacher -English as a Second Language Teacher -Bilingual Teacher-Aide	Students are drawn together from throughout the district according to student's language ability to be instructed in their first language for 90 minutes to ½ day. Center is designed to provide high intensity grouping for individual needs as assessed and planned for by the staff in conjunction with the home school's classroom teacher. Bilingual Teacher and Teacher Aide instruct Spanish Instructional Components and ESL Teacher English Instructional Components.

INSTRUCTIONAL TECHNIQUES

INSTRUCTIONAL TECHNIQUES

FOCUS: The Instructional Techniques section focuses on Instructional Methods and Techniques used by staff to implement a Bilingual/Multicultural Program for the LEP student.

Developing Bilingual Lesson Delivery Approaches for Language and Conceptual Development Curriculums necessitates appropriate utilization of Instructional Techniques. In a Language Development Curriculum, primary language development in oral language and reading is instructed by language dominant grouping only. Conceptual Development in such areas as Mathematics, Science, Social Studies/Multicultural Education, Self-Concept, Children's Literature, Health, P.E., and Music need to consider one of the following techniques: Alternate Language, Concurrent, Language Dominant Grouping and Preview-Review or other approaches of equally demonstrable effectiveness.

Alternate Language Approach: Lessons are one day (or at one time) delivered in one language and then another day (or at another time) delivered in other language. It is important to note that only one language is used at a time and the same lesson is often delivered twice, once in each language.

Concurrent Method: During lessons, two languages are used to communicate the same information. Special care is taken to avoid direct translation. One person may deliver the lessons using both languages or two individuals may be utilized each modeling a different language.

Language Dominant Grouping: During lessons, students are grouped by dominant language and only the dominant language is used for instruction.

EXAMPLE: Spanish speaking students receive math instruction only in Spanish; English speaking students receive math instruction only in English. Languages and groups are not mixed.

Preview-Review:

Step 1. Preview is first given to students in one language by an instructor who is a model in that language.

Step 2. Body of the lesson is then given by another instructor in the other language. This person is also a model in the language he/she is using as a medium of instruction.

Step 3. Review of the lesson is conducted. Students are divided into dominant language groups - each with a model instructor or by maintaining a mixed language group and delivering the review in a concurrent approach.

Other techniques:

Learning Center: A designated place where students can work on specific but varied assignments based on their individual abilities without direct and continuous tutoring.

Task/Activity Center: A designated place where students can work independently on the same task. While instructions are provided by Teacher or Teacher-Aide, no direct or continuous supervision is necessary.

Peer Tutoring: An informal and formal situation where students can work on specific content assignments based on individual abilities utilizing their peers, i.e., other students in their classroom for direct assistance.

MATERIAL RESOURCES

MATERIAL RESOURCES

FOCUS: Materials Resources focuses on Bilingual Classroom materials for each curriculum component to provide implementation of a Bilingual/Multicultural Program.

Mainstream Monolingual Materials	Bilingual/Multicultural Materials	Equipment
-English Basal	-Oral Language Development	-Language Master
-English Language Arts	-Spanish Basal/Spanish Language Arts	-Tape Recorder
-Content Areas	-English as a Second Language	-Filmstrip Projector
-Children's Literature	-Supportive materials in Content Areas	-Overhead

I. Mainstream Monolingual Materials: These materials are not listed due to the uniqueness and variety of text books adopted and/or selected at each LEA.

II. Bilingual/Multicultural Materials: These commercial Bilingual materials represent only a small portion available to a LEA.

Curriculum	Title	Description	Publisher
Oral Language Development	ROCK Audio-Cassette Tapes Includes: -Tapes 1-13 (English) -Tapes 14-20 (Spanish)	Spanish/English. Stories on fables for Language Development. Primary/Intermediate Levels.	Melton

Curriculum	Title	Description	Publisher
Oral Language Development	R.O.L.L. Region I Set Includes: -Teacher's Guide -Illustrated Wall Charts -Alphabet Trays -Teaching Trays/Sheets -Illustrated Vocabulary -Workbooks and Appendices -Classroom Record Sheet	Spanish/English. Supplementary decoding reading program. phonetically based. Primary Level.	Melton
	Releasing Ideas for Self-Expression (RISE) Includes: -Wall Charts -Teacher's Manual	Spanish/English. Basic Language Development. Primary Level.	Melton
	Bilingual Kindergarten Program Includes: A. Instruction components Units 1-12 -Number concepts -Test manual -Filmstrip -Records/Audio Cassettes -Manipulatives -Games/Puzzles -Transparencies B. Staff Development Preservice/Inservice Supervisor's Manuals	Spanish/English. Basic Curriculum program Primary Level.	Bomar

Curriculum	Title	Description	Publisher
Oral Language Development	Bilingual Oral Language/ Reading Program (BOLAR) Includes: -Spanish/English Component 1. Oral Expression 2. Reading	Spanish/English. Language Development Program. Primary Level.	SEDL
	Entrenamiento de la Percepción Auditiva Includes: -(4) sets -Memoria -Auditiva -Motora -Imagines	Spanish. Complete program stressing sequencing and auditory perception, visual perception, spatial awareness. Primary Level.	DLM
	Bilingual Oral Language and Reading (BOLAR) Includes: -English Oral Language and English Pronunciation -Grade 1 (manuals, flash cards) -English Oral Language and English Pronunciation -Grade 2 (manuals, flash cards) -Expression Oral Grades 1-2 (manuals) -English Basal Reading: Grade 1-2 (manuals, flash cards, workbooks and readers). -Lectura y Escritura: Grades 1-2 (manuals, spirit masters, workbooks, readers). -Mastery tests (order separate)	English/Spanish. 2-year language arts program to develop listening, speaking, reading and writing in both languages. Primary Level.	SEDL

Curriculum	Title	Description	Publisher
Oral Language Development	Bilingual Kindergarten Includes: -Teacher Guides -Tests -1100 pieces (filmstrips, records, transparencies, spirit masters) -Preservice and Inservice staff development manuals -Teacher Training Kit -Home Activities for Parents	Spanish/English. 1-year multimedia system designed to aid in teaching Oral Language in both languages. Primary Level.	SEDL
	Tulare Follow Through Oral Language Program -Teacher's Guides	Spanish/English. Oral Language Program for large group instruction. Primary Level.	SEDL
	Peabody Kits - I & II Includes: -Posters -Picture Cards -Teachers Manual -Manipulatives	English. Elicits language and builds vocabulary. Pre-School/Primary Level.	AGS
	Story Telling Posters/Pictures	English/Spanish. Posters emphasizing a variety of experiences. Primary/Intermediate Level.	DLM

Curriculum	Title	Description	Publisher
Oral Language Development	Early Childhood Learning Center Includes: -Picture Phonics -Activity Cards -Peek 'n' Poke -On with Numbers -Read--Think--Color -Penmanship Practice Sheets	English. Activities emphasizing initial consonants, alphabet, numbers and colors. Primary Level.	Frank Schaffer
	Region One Curriculum Kit (ROCK) Includes: -Lesson Manual -Appendix of related Activities -Support Objects -Language Cards -Assessment Program	English. Language Development Program. Primary Level.	Melton

Curriculum	Title	Description	Publisher
Spanish Basal/Spanish Language Arts	Santillana Reading Basal Lectura en Dos Idiomas/ Reading in Two Languages Levels 1-7 Includes: -Teacher's Guide -Student Texts -Student Workbooks -Posters -Evaluation Program	Spanish/English. Basal Reading Program. Primary/Intermediate Levels.	Santillana
	Escucho, Digo y Aprendo Includes: -Teacher's Guide -Pictures -Readers -Assessment Materials	Spanish. Supplementary reading materials to assess student's experiencial background. Primary Level.	DACBE
	Initial Sounds in Spanish Includes: -Word-picture cards	Spanish. Cards to aid in decoding and reading skills. Primary/Intermediate Levels.	Ideal
	Puedo Leer I, II, III Includes: -Teacher's Guide -Student Workbooks -Booklets	Spanish. Supplementary language activities to reinforce comprehension. Primary/Intermediate Levels.	DACBE

Curriculum	Title	Description	Publisher
Spanish Basal/Spanish Language Arts	Preparándose Para Leer Includes: -Readers (12) -Workbooks -Thematic Pictures -Pictures/Word Cards -Teacher's Guide	Spanish. Basic Reading Readiness. Primary Level.	HMC
	SCDC Spanish Language Arts Includes: -Teacher's Guide I-III -Supplements I-III -Ditto Packet I-III	Spanish. Reading Program incorporating oral language lessons to a phonetic approach. Primary Level.	Crane
	Qué Bonito Es Leer Includes: -Teacher's Guide -Student Activities	Spanish. Supplementary Reading Program with language development exercises. Primary Level.	DACBE
	Senda Reading Series Includes: -Student Reader -Student Workbooks -Teacher's Guide	Spanish. Reading Program. Intermediate Level.	Santillana

Curriculum	Title	Description	Publisher
Spanish Basal/Spanish Language Arts	Mi Primera Fonetica Includes: -Teacher's Guide -Student's Workbook	Spanish. Workbook designed to master sound letter correspondence. Primary Level.	National Textbook
	Mi Escuela Includes: -Teacher's Guide -Student Worksheets	Spanish. Self-checking reading skills kit, reinforces decoding, comprehension through a phonetic individualized approach. Primary Level.	SRA
	Cuentos Divertidos Includes: -(12) Readers/Cassettes	Spanish. Set of storybooks. Primary Level.	Educational Activities, Inc.
	AARDVARK Bilingual Stories For Children Includes: -Levels 1-6 Readers	Spanish/English. Social Studies Readers. Primary/Intermediate Levels.	Aardvark Co.
	Easy Readers Includes: -(10) Readers	Spanish. Supplement beginning easy readers. Primary Level.	Follow Through Project

Curriculum	Title	Description	Publisher
Spanish Basal/Spanish Language Arts	Pre-Escolar Santillana Cuentos A/B Includes: -Teacher's Guide -Student Readers -Student Activity Sheets	Spanish. Short Stories. Primary Level.	Santillana
	Sullivan Spanish Reading Readiness Includes: -Audio-Cassettes -Alphabet Letters -Picture Cards -Teacher's Guide	Spanish. Reading Readiness Program. Primary Level.	Sullivan
	Escuchando, Participando, Aprendo	Spanish. Pictures, Charts with Story and Questions for Alphabet. Primary Level.	DACBE
	Asi Escribimos Includes: -Teacher's Guide -Student Activities	Spanish. Activities to develop Language structure. Primary Level.	National Textbook
	SCDC Readers Includes: -(20) Readers	Spanish. Paperback readers which progress from 2-4 syllable words. Primary/Intermediate Levels.	Crane

Curriculum	Title	Description	Publisher
Spanish Basal/Spanish Language Arts	Bilingual Filmstrips Includes: -(11) Filmstrips/Cassettes	Spanish/English. High interest stories. Primary Level.	BES
	Who Am I Series Includes: -(10) Readers/Cassettes	Spanish/English. Readers on topics related to basic concepts. Primary Level.	Santillana

Curriculum	Title	Description	Publisher
Second Language Development			
-English	H-200 System Includes: -Teacher's Manual -Level I, II -Index of Sentence Pattern -Language Card Index Set A -Picture File Level I, II -Box of Objects -Language Master Cards	English. Emphasis on Oral Language/English as a Second Language. Primary Level.	Melton
	Bill Martin Instant Readers Includes: -Readers -Cassettes of Stories	English. Emphasis on high interest to reading ability. Primary Level.	HEW
	Let's Learn English Includes: -Student's Text -Teacher's Guide	English. Emphasis on oral reading pronunciation, structures, picture practice, conversation, vocabulary. Primary/Intermediate Levels.	Oxford Press
	Core English Includes: -Teacher's Manual	English. Emphasis on Second Language Development. Primary/Intermediate Levels.	Ginn

Curriculum	Title	Description	Publisher
Second Language Development			
-English	Fokes Sentence Builder	English. Pictures to structure sentences. Primary/Intermediate Levels.	Teaching Resources
	Spatial Relation Picture Cards	English/Spanish. Emphasis on prepositions. Primary Level.	Ballard and Tighe
	Idea Kits Includes: -Teacher's Manual -Tests -Activity Book -Picture Cards -Picture Stamps	Spanish/English Emphasis on beginning sentences, patterns in English. Primary/Intermediate Levels.	Ballard and Tighe

Curriculum	Title	Description	Publisher
Content Areas			
-Math	Math Zingo In Spanish Includes: -Playing Cards -LP Records -Master scoring sheets -Direction sheet -Individualized markers -Storage box	Spanish. Series of bingo-type games aimed at developing student's basic number facts. Primary Level.	Bowmar
	Form Perception/Spatial Relationship Includes: -Set of three books	English/Spanish. Emphasis on conceptualization of spatial relationships. Primary Level.	DLM
	Math Lab-Metric	English. Center activities for problem solving. Primary Level.	Action Math Associates
	Diccionario de Terminos Matematicas	Spanish. Teacher resource on math terms. Primary/Intermediate Levels.	California State University
	Mathematicas Alegres	Spanish. Math activities and games. Primary Level.	SRA

Curriculum	Title	Description	Publisher
Content Areas			
-Math	Mi Escuela-Matematicas I Includes: -400 Assorted activity cards -10 Laminated sheets -10 Special marking pens -40 Student progress cards -1 Teacher's guide	English/Spanish. Math Kit with activity cards on basic math concepts/skills. Primary Level.	SRA
	Math Their Way	English/Spanish. Manipulative concrete approach. Primary Level.	Addison-Welsey
	Workjobs II	English/Spanish. Hands on activities for addition, subtraction and sets to accompany Math Their Way. Primary Level.	Addison-Welsey
	Indiciandote en la Medición Metrica Includes: -Manipulatives -Filmstrips -Cassettes	Spanish. Beginning Metrics. Primary Level.	Singer

Curriculum	Title	Description	Publisher
Content Areas -Math	Conjunto de Historias Matematicas Includes: -36 Cassettes -Student Worksheets -Assessment Program -Teacher's Guide	Spanish. Supplementary activities for basic math skills. Primary Level.	SRA
Content Areas -Science	Primeros Pasos en Ciencia Includes: -(8) Readers	Spanish. Easy readers on a variety of concepts. Primary Level.	National Textbook
	A Book About Science Includes: -(16) Science Related Books	Spanish/English. Series are readers related to Science. Pre-Kinder/Primary Levels.	Raintree

Curriculum	Title	Description	Publisher
Content Areas			
-Social Studies	Saving Our Environment Includes: -Filmstrips/Cassettes	Spanish/English. Emphasis on environmental issues. Intermediate Level.	Multi-Dimensional
	Leyendas Mexicanas/Latinoamericana	Spanish. Short Stories. Intermediate Level.	National Textbook
	Rainbow Activities Includes: -Photo Illustrated ABC's -Teacher's Guide	English. Emphasis on cultural awareness. Primary/Intermediate Level.	Seattle Public Schools
	Caracolitas	Spanish. Set of Multicultural stories. Primary/Intermediate Levels.	Economy
	Carteles de Trabajadores Includes: -(12) Posters	Spanish/English. Posters of men/women in a variety of occupations. Primary/Intermediate Levels.	DLM

Curriculum	Title	Description	Publisher
Content Areas			
-Social Studies	Tesoros de mi Raza, Units A-E Includes: -Teacher's Guide -Student's Workbook -Reader	Spanish. Stories depicting cultural heritage of the Southwest. Primary/Intermediate Levels.	DACBE
	Noticias Mundiales y Mapa	Spanish/English. News and events weekly news letter. Primary Level.	Curriculum Innovations
	Villa Alegre Includes: -Teacher's Guide -Filmstrip/Cassette -Student's activity sheets	Spanish/English. Emphasis on social studies and science activities in kit form. Primary Level.	Bilingual Children's T.V.,Inc.
	El Informador/The Informer	Spanish/English. Monthly newsletter emphasizing current events. Primary/Intermediate Levels.	Informer
	Transportation and Community Worker; Units I-VI	Spanish/English. Series of films emphasizing concept development on real events. Primary Level.	BABEL/BASTA

Curriculum	Title	Description	Publisher
Content Areas			
-Social Studies	El Camino Hacia la Buena Salud Includes: -Teacher's Guide -Student Workbook -(8) Posters	Spanish. Health concepts illustrated on poster through photography. Primary Level.	DACBE
	Sutherland Film Series Includes: -(30) Films -Teacher's Guide -Student Activity Sheet	Spanish/English. Emphasis on culture and self-concept development. Primary/Intermediate Levels.	Sutherland Assoc.
	Information and Materials to Teach the Cultural Heritage of the Mexican American Child	English. Teacher resource text emphasizing cultural activities. All Levels.	DACBE
	Stories that Must Not Die Units I, II, III	English/Spanish. Stories on Southwest Culture. Primary/Intermediate Levels.	Hefferman

PUBLISHER'S LIST

PUBLISHER'S LIST

Allyn and Bacon, Inc.
Rockleigh, N.J. 07647

Action Math Associates
1358 Dalton Drive
Eugene, OR 97404

Aardvark
1200 Mt. Diablo Blvd.
Walnut Creek, CA 94596

Addison-Wesley Publishing Co.
Sandhill Road
Menlo, CA 94025

BABEL/BASTA
BABEL Media Center
1033 Heinz St.
Berkely, CA 94710

Ballard and Tighe
7814 S. California Ave.
Whittier, CA 90602

Basic Inventory of Natural Language (BINL)
Checkpoint Systems
1558 N. Waterman Ave., Suite C
San Bernadino, CA 92404

Bilingual Education Services
15808 Oxley St.
South Pasadena, CA 91030

Bilingual Syntax Measure (BSM)
P.O. Box 8345
Spokane, WA 99203

Bowmar
622 Rodier Drive
Glendale, CA 91201

California State University
Bilingual Education Program
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Fullerton, CA 92634

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Austin, Texas 78767

D.C Heath & Co.
125 Spring St.
Lexington, MA 02173

Developmental Learning Materials
7440 Natches Ave.
Niles, Ill. 60648

Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520

European Book Co.
925 Larking St.
San Francisco, CA 94109

Economy Co.
1901 North Walnut
P.O. Box 25308
Oklahoma, OK 73125

Frank Schaffer Publications
Department T
26616 Indian Peak Road
Palos Verdes Penninsula,
California 90274

Follow Through Project
University of California
Santa Cruz, CA

Ginn & Co.
191 Spring St.
Lexington, MA 02173

PUBLISHER'S LIST

Harper & Row
10 East 53rd St.
New York, NY 10022

Heffernan School Supply Co.
P.O. Box 5309
San Antonio, Tx. 78201

Houghton Mifflin Co.
East 13312 Eighth Ave.
Spokane, WA 99216

U.S. Dept. of Health,
Education and Welfare
11400 Rockville Pike
Rockville, MD 20852

Ideal School Supply Co.
Oak Lawn, Ill. 60453

Individualized Bilingual
Instruction
P.O. Box 2367
Pasco, WA 99302

Language Assessment Scales (LAS)
Linguametrics Group
P.O. Box 454
Corte Madera, CA 94925

Moreno Educational Co.
7050 Belle Glade Lane
San Diego, CA 92119

Multi-Dimensional, Inc.
45 Browndale Place
Port Chester, NY 10573

Melton Penninsula, Inc.
1949 Stemmons Freeway, Suite 690
Dallas, Texas 75207

National Textbook Co.
8259 Niles Center Road
Skokie, Ill. 60076

Pan American Book Co.
4362 Melrose Ave.
Los Angeles, CA 90029

Paul S. Amidon & Assoc.
1966 Benson Ave.
St. Paul, Minn. 55116

Raintree Childrens Books
900 N. 90th St.
Seattle, WA 98103

Santillana
West Coast Office
415 15th Avenue
Santa Cruz, CA 95062

Science Research Associates
259 East Erie Street
Chicago, Ill. 60611

Scott Foresman Co.
2000 East Lake Ave.
Glenview, Ill. 60025

Seattle Public Schools
Multi-Ethnic Curriculum
Seattle, WA

Singer
4754 Northeast Wasco
Portland, OR 97213

Spanish & Portuguese Book Center
17 East 22nd Street
New York, NY 10010

Sullivan Associates
Division of Behavioral Research
1801 Page Mill Road, Suite 210
Palo Alto, California 94304

Teaching Resource Corp.
100 Boylston Street
Boston, MA 02116

Tulare Follow Through
Resource Center
Tulare City School District
909 E. Cedar, Suite B
Tulare, CA 93274

GLOSSARY OF TERMS

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Basic Inventory of Natural Language (BINL) - An oral language proficiency test for English/Spanish based on a "natural" language sample of student. Requires a tape recorder. Identifies four scales:

1. An index of language ability
2. Average sentence length
3. Average level of complexity
4. Fluency (number of words)

Bilingual Program - Linguistically differentiated program designed to meet the tasks and goals of a LEA's educational program using bilingual curriculum and methodology through the equal use of two languages.

Bilingual Syntax Measure (BSM) - An oral language proficiency test in English and Spanish for grade levels K - 12 assessing child's control over basic and syntactical structures. Student responds orally to pictures and simple questions. Allow 15-20 minutes to administer test.

Bilingual Teacher - Certified Elementary Teacher speaks both the language other than English of the students and English with ease.

Bilingual Teacher-Aide - Instructional Teacher-Aide or paraprofessional speaks both the language of the student other than English and English with equal ease.

Children's Literature - Literature includes stories, poems, rhymes and riddles appropriate to both languages, English and Spanish.

English as a Second Language (ESL) Curriculum - Formal instruction in English using scope and sequence in a controlled presentation for the second language learner(s).

English as a Second Language (ESL) Teacher - Certified ESL Teacher speaks predominately English and possibly a language(s) other than English. Instructs students in English as a second language.

English Basal Curriculum - Formal English reading curriculum based upon district SLO's and individual student needs and skills.

English Language Arts Curriculum - Formal and informal English language arts curriculum includes oral language, spelling, punctuation, capitalization, etc. in English.

Health Curriculum - Formal and informal instruction of health concepts developed and presented in both languages.

Home Language Survey - A questionnaire for parents to determine if language other than English is spoken in the home environment.

Language Assessment Scales (LAS) - An oral language proficiency test in both English/Spanish languages. Assesses four subsystems: phonemic, referential, syntactical and pragmatic. Allow 20 minutes to administer test for each student. Requires a tape recorder and blank cassette.

Math Curriculum - Formal and informal instruction provided in both languages in development of math skills and concepts.

Monolingual English Teacher - Certified Elementary Teacher speaks English exclusively.

Multicultural Curriculum - Informal and formal instruction on cultural events emphasizing heritage of Hispanics and other ethnic groups.

Oral Language Development - Development of student's language(s) for the purpose of improving oral language skills and communication.

Science Curriculum - Formal and informal instruction in the basic science concepts provided in both languages.

Second Language Learner - Language of the learner which is not one's maternal or dominant language.

Social Studies Curriculum - Formal and informal instruction in values, culture, geography and history which develops an appreciation of oneself and others.

Spanish Basal Curriculum - Formal Spanish language reading instruction using basal texts for development of the content area.

Spanish Language Arts Curriculum - Formal language arts curriculum includes oral language, spelling, punctuation, capitalization, etc. in Spanish.

Transitional Reading - Process in which LEP student has acquired sufficient oral communication skills in English to begin in English reading.

SUGGESTED READING